CHAPTER V: CONCLUSIONS AND SUGGESTIONS

RESTATEMENT OF THE PROBLEM

The present investigation was undertaken with a view to measure and ascertain whether each of the sixteen social variables exert a significant influence on B.Ed mathematics trainees’ achievement and also attitude, interest and motivation towards Mathematics. The data were collected from 517 B.Ed mathematics trainees constituted from 21 B.Ed colleges located in Madurai, Theni, Dindigul and Sivaganga districts by employing the constructed and standardized inventories viz., Achievement test in Mathematics, Attitude towards Mathematics, Interest in Mathematics, Motivation towards Mathematics and General Information Sheet structured by the investigator. The collected data were edited, processed, consolidated and subjected to appropriate statistical treatments. The hypotheses
formulated were verified, specific conclusions evolved, educational implications worked out and suggestions for further research indicated.

**HYPOTHESES VERIFICATION**

1. B.Ed mathematics trainees have above the average level of achievement - **Accepted**

2. Select social variables exert a significant influence on achievement among B.Ed mathematics trainees - **Minimally Accepted**.

3. B.Ed mathematics trainees have above the average level of attitude towards mathematics - **Accepted**

4. Select social variables exert a significant influence on attitude towards mathematics among B.Ed mathematics trainees - **Minimally Accepted**

5. B.Ed Mathematics trainees have above the average level of Interest in Mathematics - **Accepted**

6. Select social variables exert a significant influence on interest in Mathematics among B.Ed mathematics trainees - **Minimally Accepted**

7. B.Ed mathematics trainees have above the average level of Motivation - **Accepted**

8. Select social variables exert a significant influence on motivation
among B.Ed mathematics trainees - **Minimally Accepted**

9. There is a significant positive relationship between attitude towards mathematics and achievement in mathematics among B.Ed mathematics trainees - **Accepted**

10. There is a significant positive relationship between interest in mathematics and achievement in mathematics among B.Ed mathematics trainees - **Accepted**

11. There is a significant positive relationship between motivation and achievement in mathematics among B.Ed mathematics trainees - **Accepted**

12. There is a significant positive relationship between attitude towards mathematics and interest in mathematics among B.Ed mathematics trainees - **Accepted**

13. There is a significant positive relationship between attitude towards mathematics and motivation among B.Ed mathematics trainees - **Accepted**

14. There is a significant positive relationship between interest in mathematics and motivation among B.Ed mathematics trainees - **Accepted**

**CONCLUSIONS**
The specific conclusions emerged out the present investigations are as follows:

1. B.Ed mathematics trainees’ have above the average level of achievement.

2. B.Ed mathematics trainees’ achievement is dependent of
   - Sex
   - Educational qualification
   - Years of teaching experience
   - Mother’s occupation

3. B.Ed mathematics trainees’ achievement is independent of
   - Religion
   - Marital status
   - Father’s education
   - Father’s occupation
   - Mother’s education
   - Type of family
   - Size of family
   - College locality
   - Nature of college
   - Type of college management
   - Medium of instruction
   - Study practice.
4. B.Ed mathematics trainees’ have found to be positive attitude towards mathematics

5. B.Ed mathematics trainees’ attitude towards mathematics is dependent of
   - Sex
   - Type of family

6. B.Ed mathematics trainees’ attitude towards mathematics is independent of
   - Religion
   - Marital status
   - Father’s education
   - Father’s occupation
   - Mother’s occupation
   - Size of family
   - College locality
   - Nature of college
   - Type of college management
   - Medium of instruction
   - Study practice.
   - Educational qualification
   - Years of working experience
   - Mother’s education
7. B.Ed mathematics trainees’ have above the average level of interest in mathematics.

8. B.Ed mathematics trainees’ interest in mathematics is independent of
   - Years of working experience
   - Educational qualifications
   - Mother’s education
   - Religion
   - Marital status
   - Father’s Education
   - Father’s occupation
   - Mother’s occupation
   - Type of family
   - Nature of college
   - Type of college management
   - Study practice.

9. B.Ed mathematics trainees’ interest in mathematics is dependent of
   - Sex
   - Size of family
   - College locality
   - Medium of instruction
10. B.Ed mathematics trainees’ have above the average level of motivation

11. B.Ed mathematics trainees’ motivation is dependent of

- Sex
- Type of family
- Medium of instruction

12. B.Ed mathematics trainees’ motivation is independent of

- Religion
- Marital status
- Father’s education
- Father’s occupation
- Mother’s occupation
- Size of family
- College locality
- Nature of college
- Type of College Management
- Study practice
- Mother’s education
- Educational qualification
- Years of working experience

13. There is a significant positive relationship between attitude towards mathematics and achievement in mathematics among B.Ed mathematics trainees.
14. There is a significant positive relationship between interest in mathematics and achievement in mathematics among B.Ed mathematics trainees.

15. There is a significant positive relationship between motivation and achievement in mathematics among B.Ed mathematics trainees.

16. There is a significant positive relationship between attitude towards mathematics and interest in mathematics among B.Ed mathematics trainees.

17. There is a significant positive relationship between attitude towards mathematics and motivation among B.Ed mathematics trainees.

18. There is a significant positive relationship between interest in mathematics and motivation among B.Ed mathematics trainees.

DISCUSSIONS OF THE RESULTS

Sex

Female B.Ed Mathematics trainees’ achievement, attitude towards Mathematics, interest in mathematics and motivation are higher than the male B.Ed Mathematics trainees.

Religion
There is no significant difference in achievement, attitude towards Mathematics, interest in mathematics and motivation among B.Ed Mathematics trainees those who belong to Hindus and those who belong to Non-Hindus.

Marital status

There is no significant difference in achievement, attitude towards Mathematics, interest in mathematics and motivation among B.Ed Mathematics trainees those who have married and those who unmarried.

Educational Qualification

Achievement among the B.Ed Mathematics trainees found higher among the students those who possess P.G. and above qualifications than the students those who have U.G. qualification.

There is no significant difference in attitude towards Mathematics, interest in mathematics and motivation among B.Ed Mathematics trainees those who have U.G. qualification and those who have P.G. and above qualifications.

Years of Teaching experience

B.Ed Mathematics trainees those who have 6 years & above experience have higher achievement than others.
There is no significant difference in attitude towards Mathematics, interest in mathematics and motivation among B.Ed Mathematics trainees those who have 5 years & below teaching experience and those who have 6 years & above teaching experience.

Father’s Education

There is no significant difference in achievement, attitude towards Mathematics, interest in mathematics and motivation among B.Ed Mathematics trainees those whose fathers are literates and illiterates.

Mother’s Education

There is no significant difference in achievement, attitude towards Mathematics, interest in mathematics and motivation among B.Ed Mathematics trainees those whose mothers literate and illiterate.

Father’s occupation

There is no significant difference in achievement, attitude towards Mathematics, interest in mathematics and motivation among B.Ed Mathematics trainees whose fathers are government employees and whose fathers are non-government employees.
Mother’s occupation

B.Ed Mathematics trainees whose mothers are government employees have higher achievement than others.

There is no significant difference in attitude towards Mathematics, interest in mathematics and motivation among B.Ed Mathematics trainees whose mothers are government employees and others.

Type of family

There is no significant difference in achievement, interest in mathematics among B.Ed Mathematics trainees who belong to joint and nuclear families.

B.Ed students who belong to nuclear family have positive attitude towards mathematics than others.

B.Ed students those who belongs to nuclear family possess higher motivation than the students those who belongs to joint family.
**Size of family**

There is no significant difference in achievement, attitude towards Mathematics, interest in mathematics and motivation among B.Ed Mathematics trainees whose family have below 3 members and whose family have 4 & above family members.

**College locality**

There is no significant difference in achievement, attitude towards Mathematics and motivation among B.Ed Mathematics trainees those who are studying in rural colleges and those who are studying in urban colleges.

B.Ed Mathematics trainees those who are studying in urban colleges have more interest than those who are studying in rural colleges

**Nature of college**

There is no significant difference in achievement, attitude towards Mathematics, interest in mathematics and motivation among B.Ed Mathematics trainees those who are studying in unisex colleges and those who are studying in co-education colleges.
Types of College Management

There is no significant difference in achievement, attitude towards Mathematics, interest in mathematics and motivation among B.Ed Mathematics trainees those who are studying in government/aided colleges and those who are studying in self-financing colleges.

Medium of instruction

There is no significant difference in achievement and attitude towards Mathematics among B.Ed Mathematics trainees those who are studying in English medium and those who are studying in Tamil medium.

B.Ed Mathematics trainees those who are studying in Tamil medium have more interest in mathematics than B.Ed Mathematics trainees those who are studying in English medium.

B.Ed Mathematics trainees those who are studying in English medium have higher motivation than Tamil medium.

Study practice

There is no significant difference in achievement, attitude towards Mathematics, interest in mathematics and motivation among B.Ed Mathematics
trainees who have individual study practice and those who have group study practice.

EDUCATIONAL IMPLICATIONS

B.Ed Mathematics trainees have above the average level of achievement in their studies, B.Ed Mathematics trainees have positive attitude towards mathematics, interest in mathematics and motivation towards mathematics.

Academic achievement, interest in mathematics, attitude towards mathematics and motivation towards mathematics of the female B.Ed Mathematics trainees are better than the male B.Ed mathematics trainees.

In Tamil Nadu, more than one decade in formal education the girls students are having better academic performance than boys students. This is reflected the present result of the study. The innovative technique may be adopted for male trainees for academic performance of them.

The B.Ed mathematics trainees belong to nuclear family are having positive attitude towards mathematics comparative than the joint family B.Ed mathematics trainees.
The urban college students have more interest towards mathematics than rural students. In rural colleges, more number of activities viz. quiz programmes, exhibition, special lectures may be conducted through mathematics subject club.

Tamil medium students have more interest towards mathematics than English medium students. Team Teaching programme may be arranged for English medium students to create more interest among English medium students. Modern technology can be also used to create interest among English medium students.

SUGGESTIONS FOR FURTHER RESEARCH

Following are few areas of research related to the present investigation which deserve explorations:

1. Replica of the study may be conducted with other Socio-psychological variables.

2. Replica of the study may be conducted with other independent variables.

3. Replica of the study may be conducted with other subject students.

4. Replica of the study may be conducted with other college students.

5. Replica of the present study may be conducted with the other districts.